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ABSTRACT

The science program of a Florida school system is used as an illustration of one approach to educational accountability. Excerpts from the law, "The Educational Accountability Act of 1971," are presented to provide a feeling for the requirements, impact and implications imposed. The program described is called "The Coordinated-Articulated Science Program of Escambia County Schools," said to be coordinated so that common essential learning activities occur in all classes of a given subject and/or grade level. The program is articulated so that each teacher is aware of how instruction in a given class relates to the total planned science program. A schematic diagram, showing the relationship of the program's philosophy and goals, the state standards, and the science goals and objectives to science concepts, processes, attitudes and values is presented. (Author/EB)

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ACCOUNTABILITY

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I PLAN TO DISCUSS THE "CURRENT PRACTICES" ASPECT OF THE PROGRAM DESCRIPTION AS IT PERTAINS TO THE STATE OF FLORIDA, AND TO OFFER A PERSPECTIVE OF AN ACCOUNTABLE SCIENCE PROGRAM. I WILL USE THE SCIENCE PROGRAM OF MY DISTRICT AS AN ILLUSTRATION OF AN APPROACH TO ACCOUNTABILITY.

ACCOUNTABILITY, WITH ITS FANTASY, FICTION, FACT, AND FAME GREW CLOSER TO REALITY FOR PUBLIC EDUCATION IN FLORIDA WITH THE PASSAGE OF "THE EDUCATIONAL ACCOUNTABILITY ACT OF 1971" BY THE STATE LEGISLATURE.

1.0 (SEE COPY OF ACCOUNTABILITY ACT ATTACHED)
THE LAW ITSELF IS TOO LENGTHY FOR ME TO DISCUSS WITH YOU IN ITS ENTIRETY; HOWEVER, CERTAIN EXCERPTS OF IT SHOULD BE CONSIDERED TO GIVE YOU A FEELING FOR THE REQUIREMENTS, IMPACT, AND IMPLICATIONS IMPOSED BY IT.

1.1 "TO PROVIDE FOR THE ESTABLISHMENT OF EDUCATIONAL ACCOUNTABILITY IN THE PUBLIC EDUCATION SYSTEM OF FLORIDA."
THE PURPOSE OF THE ACT WAS TO ESTABLISH EDUCATIONAL ACCOUNTABILITY IN THE PUBLIC EDUCATION SYSTEM OF FLORIDA.

PRIOR TO THE PASSAGE OF THE BILL, ACCOUNTABILITY HAD EXISTED IN A VARIETY OF FORMS, I.E., ACCREDITATION, CERTIFICATION, THE STATE STATUATES. HOWEVER, THE LEGISLATURE AND PRESUMABLY THE PUBLIC TAXPAYER, WERE NOT SATISFIED. THEY APPARENTLY DESIRED A SYSTEM FOR ACCOUNTABILITY WHEREBY THEY COULD ASCERTAIN THE EFFECTIVENESS OF VARIOUS PROGRAMS IN TERMS OF STUDENT PERFORMANCE AND DERIVE EVIDENCE OF COST EFFECTIVENESS.

1.2 "THE COMMISSIONER SHALL ESTABLISH BASIC, SPECIFIC, UNIFORM STATEWIDE EDUCATIONAL OBJECTIVES FOR EACH GRADE LEVEL AND SUBJECT AREA"

THE STATE COMMISSIONER OF EDUCATION WAS GIVEN THE RESPONSIBILITY FOR DEVELOPING EDUCATIONAL OBJECTIVES FOR EACH SUBJECT AND GRADE. THUS, THE BILL PROVIDED FOR THE EXPANSION OF A RESEARCH AND DEVELOPMENT PROGRAM TO FORMULATE OBJECTIVES FOR THE VARIOUS SUBJECT AREAS AND GRADES. THE RESEARCH AND DEVELOPMENT PROGRAM SOLICITED PROPOSALS FROM BOTH COMMERCIAL AND EDUCATIONAL INSTITUTIONS TO FACILITATE THE TASK. RESEARCH AND DEVELOPMENT PERSONNEL ASSUMED THE RESPONSIBILITY FOR SCREENING PROPOSALS, QUALITY CONTROL, AND THE TECHNICAL ASSISTANCE FOR ASSURING SUCCESSFUL CONTRACTS.

ESCAMBIA COUNTY, MY SCHOOL SYSTEM, WAS THE SUCCESSFUL BIDDER FOR THE FIRST TWO PHASES PERTAINING TO THE DOMAIN OF ELEMENTARY SCIENCE. DURING 1972 WE ASSEMBLED A COMPREHENSIVE CATALOG OF OBJECTIVES FOR ELEMENTARY SCHOOL SCIENCE K-6.

1.3 "THE COMMISSIONER SHALL DEVELOP AND ADMINISTER A UNIFORM STATEWIDE SYSTEM OF ASSESSMENT TO PERIODICALLY DETERMINE PUPIL STATUS, PUPIL PROGRESS AND THE DEGREE OF ACHIEVEMENT OF ESTABLISHED EDUCATIONAL OBJECTIVES."

THE COMMISSIONER WAS GIVEN RESPONSIBILITY TO DEVELOP AND ADMINISTER A STATEWIDE SYSTEM OF ASSESSMENT. THE ASSESSMENT PROGRAM WAS FORMULATED SIMULTANEOUSLY WITH THE SUBJECT AREA OBJECTIVES. FOR EACH SUBJECT AREA, CONTRACTORS FORMULATED ASSESSMENT EXERCISES THAT CORRESPOND TO THE EDUCATIONAL OBJECTIVES. (IN ESCAMBIA COUNTY WE NOW HAVE A CONTRACT TO DEVELOP THE COMPETENCIES, OBJECTIVES AND EVAULATIVE ITEMS FOR THE DOMAIN OF HIGH SCHOOL SCIENCE.) THE ASSESSMENT INSTRUMENT IS ADMINISTERED TO A SAMPLE OF STUDENTS IN EACH SCHOOL EACH YEAR ON A SPECIFIED DATE. THE STUDENT RESPONSES ARE COLLECTED AND PROCESSED BY THE STATE DEPARTMENT OF EDUCATION. FEEDBACK IS RETURNED TO THE DISTRICT SUPERINTENDENT AFTER IT IS PROCESSED.

1.4 "THE COMMISSIONER SHALL MAKE AN ANNUAL PUBLIC REPORT BY GRADE AND SUBJECT AREA FOR EACH SCHOOL DISTRICT, AND THE STATE, WITH AN ANALYSIS AND RECOMMENDATIONS CONCERNING THE COSTS AND DIFFERENTIAL EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS."

THE COMMISSIONER COMPILES HIS ANNUAL REPORT FOR EACH DISTRICT AND SUBMITS IT TO THE STATE CABINET AND THE LEGISLATURE.

HIS REPORT INCLUDES AN ANALYSIS OF EACH SUBJECT AREA AND GRADE, COSTS, AND EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS IN TERMS OF STATEWIDE EDUCATIONAL OBJECTIVES.

1.5 "THE SCHOOL BOARD OF EACH DISTRICT SHALL MAKE AN ANNUAL PUBLIC REPORT WHICH SHALL INCLUDE PUPIL ASSESSMENT BY GRADE AND SUBJECT AREA FOR EACH SCHOOL IN THE DISTRICT."

THE SCHOOL BOARD OF EACH DISTRICT IS REQUIRED TO SUBMIT AN ANNUAL REPORT TO THE STATE BOARD OF EDUCATION WHICH INCLUDES THE RESULTS OF ASSESSING STUDENTS BY GRADE AND SUBJECT AREA FOR EACH SCHOOL IN THE DISTRICT. THIS REQUIREMENT NECESSITATES THE UTILIZATION OF AN ASSESSMENT PROGRAM AT THE DISTRICT LEVEL.

2.0 (SEE COPY OF FEFA ATTACHED)

IN 1973 THE LEGISLATURE PASSED ADDITIONAL BILLS PERTAINING TO EDUCATION. THE MOST FAMOUS OF WHICH IS THE "FLORIDA EDUCATION FINANCE ACT OF 1973". THIS BILL NOT ONLY PRESCRIBED MORE EMPHASIS ON ACCOUNTABILITY BUT GAVE NEW DESCRIPTIONS OF PROGRAMS.

FOR EXAMPLE IN THE PAST WE HAVE CONSIDERED SUBJECT AREAS TO BE A PROGRAM, I.E., SCIENCE PROGRAM, MATH PROGRAM, ETC. HOWEVER, A BASIC PROGRAM IS NOW CONSIDERED GRADES K-3, 4-10, 11-12, THEREFORE, SCIENCE, MATH, ETC. NOW ARE CONSIDERED AS PROGRAM ELEMENTS. ON THIS BASIS A PROGRAM CONSISTS OF ALL ITS CONSTITUENTS AND INCLUDES THE SUBJECT AREA ELEMENTS.

2.1 "THIS ACT GIVES EACH PUBLIC SCHOOL IN EACH DISTRICT THE RESPONSIBILITY OF COMPILING AND DISSEMINATING AN ANNUAL REPORT OF SCHOOL PROGRESS AND PROVIDES GUIDELINES FOR CONTENT OF THE REPORT. THE SCHOOL PRINCIPAL IS GIVEN THE RESPONSIBILITY FOR PREPARATION OF THE REPORT."

IN TERMS OF ACCOUNTABILITY THE BILL GIVES THE PRINCIPAL OF EACH SCHOOL THE RESPONSIBILITY OF PREPARING AN ANNUAL REPORT OF SCHOOL PROGRESS TO BE DISTRIBUTED TO EACH PARENT BY JUNE 1 OF EACH YEAR.

2.2 "RESULTS OF ASSESSMENT PROGRAMS, INCLUDING STATEWIDE AND DISTRICT TESTING CONDUCTED AT THE SCHOOL."

GUIDELINES FOR CONTENTS OF THE REPORT ARE GIVEN. THE CONTENT OF THE REPORT THAT IS PERTINENT TO THIS DISCUSSION IS "RESULTS OF ASSESSMENT PROGRAMS AND DISTRICT TESTING CONDUCTED AT THE SCHOOL".

2.3 "FISCAL AND COST ACCOUNTING INFORMATION ON THE SCHOOL'S PROGRAM, INCLUDING THE BUDGET OF THE SCHOOL."

2.4 "RESULTS OF THE SCHOOL'S EFFECTIVENESS IN ACHIEVING ITS GOALS."

AN ACCOUNTABLE SCIENCE PROGRAM

A WORKING MODEL

SEE ATTACHED DIAGRAM

1. OUR PROGRAM IS CALLED "THE COORDINATED-ARTICULATED SCIENCE PROGRAM OF ESCAMBIA COUNTY SCHOOLS".

   THE PROGRAM IS COORDINATED IN THAT COMMON ESSENTIAL LEARNING ACTIVITIES OCCUR IN ALL CLASSES OF A GIVEN SUBJECT AND/OR GRADE LEVEL.

   THE PROGRAM IS ARTICULATED SINCE EACH TEACHER IS AWARE OF HOW INSTRUCTION IN A GIVEN CLASS RELATES TO THE TOTAL PLANNED PROGRAM FOR STUDENTS IN SCIENCE.

2. THE PROGRAM IS AN APPLICATION OF THE BELIEFS AND EXPECTATIONS DESCRIBED BY THE DISTRICTS' ADOPTED PHILOSOPHY AND GOALS.

   THE PROGRAM ADEQUATELY MEETS THE REQUIREMENTS OF THE STATE STANDARDS.

   STUDENTS IN THE PROGRAM PERFORM AT THE EXPECTED LEVEL IDENTIFIED BY THE PROGRAM GOALS AND LONG RANGE OBJECTIVES.

3. THE PROGRAM ADVOCATES THE TEACHING, LEARNING, AND UNDERSTANDING OF MAJOR CONCEPTS IN SCIENCE SUBJECT MATTER.

IT PROVIDES FOR LEARNING AND APPLYING THE PROCESSES BY WHICH SCIENCE KNOWLEDGE IS ACQUIRED AND USED.

IT PROVIDES FOR THE CULTIVATION OF ATTITUDES AND VALUES OF OUR SCIENTIFIC HERITAGE, ESSENTIALS OF THE ENVIRONMENT, AND THE AESTHETICS OF NATURE.

4. THE PROGRAM IS SUSTAINED THROUGH THE FORMULATION OF PRIORITY OBJECTIVES.

5. THE OBJECTIVES NECESSITATE IDENTIFICATION OF ESSENTIAL EXERCISES AND THE TASKS SPECIFIED FOR EVALUATION.

6. RESULTS OF THE EVALUATIVE EXERCISES ARE PROCESSED THROUGH AUTOMATED DATA PROCESSING.

7. IN GRADES 7 - 12 EVALUATION DATA IS PROCESSED TO OBTAIN A CLASS PERFORMANCE ANALYSIS, AN ITEM ANALYSIS, AND FREQUENCY DISTRIBUTION.

8. THIS ALLOWS FOR ASCERTAINING PROGRAM EFFECTIVENESS IN TERMS OF THE DISTRICT AS A WHOLE, A GIVEN SCHOOL, A SPECIFIC TEACHER, A CLASS, AND/OR AN INDIVIDUAL STUDENT.

9. IN GRADES K-6 EVALUATION DATA IS PROCESSED TO ASSEMBLE A WEIGHTED RESPONSE ANALYSIS.

10. THE RESPONSE ANALYSIS PROVIDES INFORMATION IN TERMS OF STUDENT PERFORMANCE AT THE DISTRICT LEVEL; FOR A GIVEN SCHOOL; TEACHER; AND A SPECIFIC CLASS.

11. THE FEEDBACK IS USEFUL IN PREPARATION OF THE VARIOUS ACCOUNTABILITY REPORTS AND IN TERMS OF PROGRAM DECISIONS, I.E., RECYCLING OR PROGRAM MODIFICATION.

CSHB 734

"Florida Education Finance Act of 1973"

Annual Report of School Progress

This act gives each public school in each district the responsibility of compiling and disseminating an annual report of school progress and provides guidelines for content of the report. The school principal is given the responsibility for preparation of the report, with the assistance of the school advisory committee, where existing, and is required to distribute the report to each parent by June 1 each year.

The report is required to include, as a minimum, the following data:

1. Population data related to the school.

2. Results of assessment programs, including statewide and district testing conducted at the school.

3. Fiscal and cost accounting information on the school's program, including the budget of the school.

4. Summaries of the attitudes toward the school held by students, teachers, administrators, and parents.

5. Results of the school's effectiveness in achieving its goals.

6. Plans and programs for school level professional improvement.

7. Effectiveness of school advisory committees, where existing.

8. Use of the school for community purposes and the use of community facilities for school purposes.

9. Recommendations for school improvements during the ensuing year.

EXCERPTS FROM CHAPTER 71-197

"The Educational Accountability Act of 1971."

- - The purposes of this act are to provide for the implementation and further development of education assessment procedures as required by - -, Laws of Florida, and the plan for educational assessment in Florida developed by the commissioner of education pursuant to this chapter; to provide for the establishment of educational accountability in the public education system of Florida; to assure that education programs operated in the public schools of Florida lead to the attainment of established objectives for education; to provide information for accurate analysis of the costs associated with public education programs; and to provide information for an analysis of the differential effectiveness of instructional programs.

- - The commissioner of education is directed to implement a program of educational accountability for the operation and management of the public schools, which shall include the following:

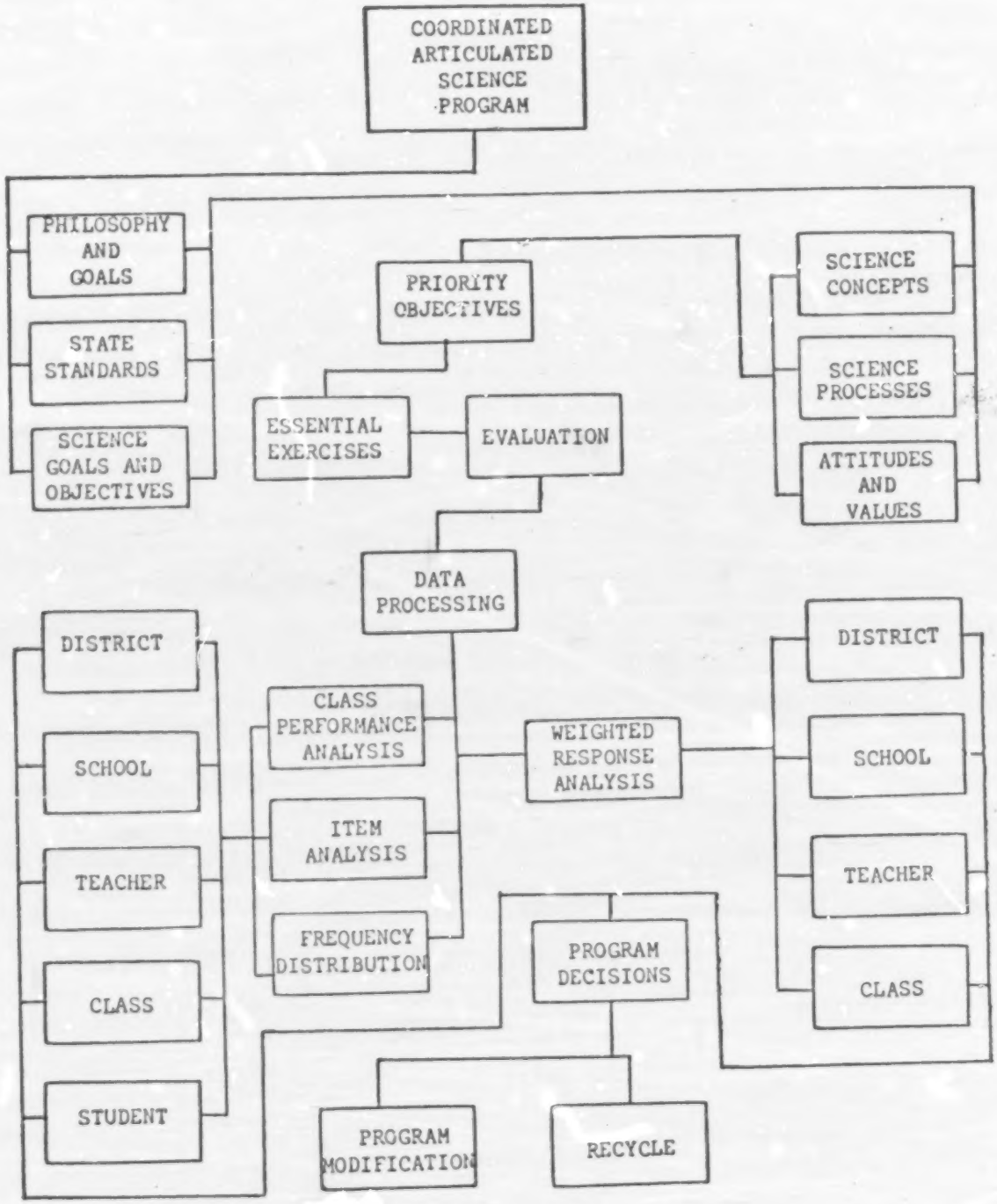
(a) - - The commissioner, with the approval of the state board of education, shall, no later than November 1 of 1972 and each year thereafter, establish basic, specific, uniform statewide educational objectives for each grade level and subject area including, but not limited to, reading, writing, and mathematics, in the public schools.

(b) - - The commissioner shall develop and administer a uniform, statewide system of assessment based in part on criterion-referenced tests and in part on norm-referenced tests to periodically determine pupil status, pupil progress and the degree of achievement of established educational objectives.

(c) The commissioner shall make an annual public report of the aforementioned assessment results. Such report shall include, but not be limited to, a report of the assessment results by grade and subject area for each school district, and the state with an analysis and recommendation concerning the costs and differential effectiveness of instructional program.

(d) The school board of each district shall by the 1973-74 school year make an annual public report of the aforementioned assessment results which shall include pupil assessment by grade and subject area for each school in the district. A copy of the district's public report shall be filed with the commissioner of education.

(e) The commissioner, with approval of the state board of education, shall by the 1973-74 school year, develop accreditation standards based upon the attainment of the established educational objectives.


COORDINATED ARTICULATED SCIENCE PROGRAM
PHILOSOPHY AND GOALS
STATE STANDARDS
SCIENCE GOALS AND OBJECTIVES
PRIORITY OBJECTIVES
ESSENTIAL EXERCISES
EVALUATION
SCIENCE CONCEPTS
SCIENCE PROCESSES
ATTITUDES AND VALUES
DATA PROCESSING
DISTRICT
SCHOOL
TEACHER
CLASS
STUDENT
CLASS PERFORMANCE ANALYSIS
ITEM ANALYSIS
FREQUENCY DISTRIBUTION
WEIGHTED RESPONSE ANALYSIS
DISTRICT
SCHOOL
TEACHER
CLASS
PROGRAM DECISIONS
PROGRAM MODIFICATION
RECYCLE